

**THE ILLOCUTIONARY ACTS OF WRITTEN CONVERSATIONS IN
THE TENTH GRADE SENIOR HIGH SCHOOL STUDENTS'
TEXTBOOK: *LOOK AHEAD I***

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education**



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2013**

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**THE ILLOCUTIONARY ACTS OF WRITTEN CONVERSATIONS IN
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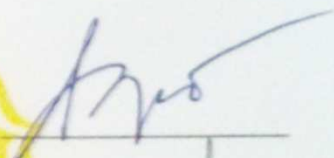
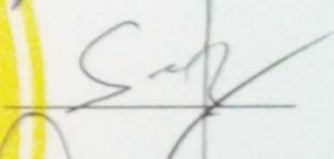
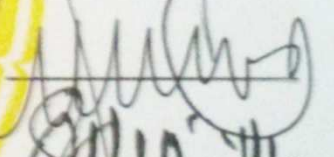
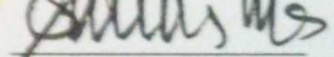
RATIFICATION

THE ILLOCUTIONARY ACTS OF WRITTEN CONVERSATIONS IN THE TENTH GRADE SENIOR HIGH SCHOOL STUDENTS' TEXTBOOK: *LOOK AHEAD I*

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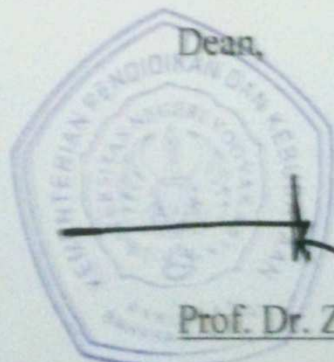





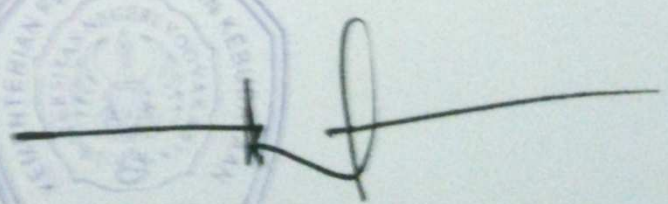
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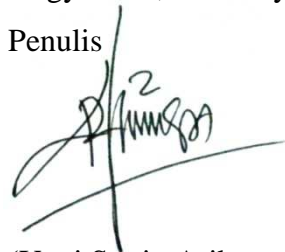
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Look Ahead I

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di UNY atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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A handwritten signature in black ink, appearing to read 'Yogi Satrio Aribowo', with a long horizontal stroke extending to the right.

(Yogi Satrio Aribowo)

DEDICATIONS

This Thesis is dedicated to

The ones who always give me their love, prayer, support and motivation

My Father

My Mother

My Sister

The one who always give me her understanding, patience, trust, and endless love

My Fiancée

And the ones who always give me their loyalty and unbreakable friendship

My Best Friends

MOTTOS

*Truly, my prayer and my sacrifice, my life and
my death, are (all) for Alloh, the cherisher of
the world*

(Al-An'am: 162)

*Don't waste the time or time will waste
you*

(Matthew Bellamy)

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1. his beloved father and mother, his sisters and other family members who have given their love, prayer, support, motivation and have been waiting for his graduation patiently;
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3. his fiancée who has given her understanding, patience, trust, loyalty and endless love.

The researcher expects that Allah SWT may give the blessing to the above people in return to all of the good things given to him.

The researcher is fully aware of the fact that thesis is still far from being perfect. He expects, however, that it will be useful for the improvement and development of English education in Indonesia.

Yogyakarta, January 2013

The Researcher

A handwritten signature in black ink, appearing to read 'Yogi Satrio Aribowo', with a large, sweeping horizontal stroke underneath.

(Yogi Satrio Aribowo)

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ABSTRACT

The research is an attempt to analyze the illocutionary acts of written speech acts in the tenth grade of senior high school textbook; *Look Ahead I* based on Searle’s classification of illocutionary acts, and to find out the factor that influences the analysis result, and the benefit that can be gained. It is expected to give an insight of comprehending the written illocutionary acts to sets-in a fundamental knowledge of pragmatics in order to improve pragmatic competence.

The research study is classified into descriptive qualitative research. The data were collected from the written conversation in the textbook; *Look Ahead I*. The key instrument used in this research is the researcher’s knowledge of the illocutionary acts. Searle’s classification of the illocutionary acts becomes the main key in the data analysis. As the supplementary tools of the instruments, some forms of data sheets were used during the research analysis

Based on the analysis of the illocutionary acts in the written conversations, there are four types of illocutionary acts were found. These four acts are; (1) Representatives acts was found 128 times, (2) Directives acts was used 60 times, (3) Commissives acts was occurred in 16 occasions, and (4) Expressives acts that was found 62 times in the analysis. These written speech acts were not easy to be analyzed because there are no gestures, facial expressions, tone or word stressing of the speakers included. The contexts of the conversations were the integral point of analysis. As for factor that influences the result was the curriculum. As reflected in the SK-KD of tenth grade senior high school students, particular acts such as representatives, directives, and expressives were fully supported, while the declaratives acts were the opposite. Even though, there was benefit that can be gain, it was related to (1) Reading, and (2) Speaking skills. The written form of the conversation stimulates the reading skills of the learners to comprehend the message and/or information, as well as the content enriches the knowledge of the learners’ speaking skills that can be used in the actual situational context.

CHAPTER I INTRODUCTION

A. Background of the Study

The final goal of the learning of English is that the students can use the language in real communication. It means that the students are taught English in order that they are able to speak English. Brown (1987: 202) states that the culmination of language learning, however, is not simply in the mastery of the forms of the language, but the mastery of the forms in order to accomplish the communicative function. So, whether or not, developing students' language fluency should be more emphasized. There are many factors involved to ensure the success of English teaching and learning process can be achieved. The main factors are the teaching techniques and the learning materials that used in the process of English teaching and learning.

One of the most popular material sources used in the teaching and learning process is textbook. Textbook can be used as the learning material provider and the guideline of the teaching and learning process in order to reach its goals. To comprehend learning material especially from the textbook is not an easy task. There are many learning materials that can be derived from textbooks. One of the most commonly provided materials in textbooks is speech acts that commonly presented in conversations, since the main purpose of the teaching and learning process concerned in communication.

To comprehend the learning materials such as; conversations, in a textbook requires better linguistic understanding of both teacher and student.

Concerning a textbook provides written forms of learning materials, there are no external factors involved in conversation such as, gestures, facial expressions, tone or word stressing, so the investigation will be different from the oral speech acts. On the other hand, studying English conversations also requires the ability to understand the intended meaning of the speaker called pragmatic competence, which is not all of those people had, to prevent the pragmatic misunderstanding. Below is the example of pragmatic misunderstanding.

There is a teacher chats with her student concerning the time of paper consultation.

Teacher	: “I’ve waited for you.”
Student	: “I was there on 3 p.m.”
Teacher	: “Why didn’t you come at 6 p.m.?”
Student	: “That’s funny, ma’am.”

The expression “Why didn’t you come at 6 p.m.?” is actually used by the teacher to show her disappointment to the students, why he/she didn’t come earlier, but the student did not fully understand the teacher’s expression. Perhaps the student thought that the teacher’s expression was a joke. That is why the student replied by next expression.

The factual case above shows that written conversations were not easy to be pragmatically understood. Concerning the fact that the ability to comprehend learning materials, such as written conversations is important, the failure of understanding conversations can be a problem to the learning success Especially, conversation is an integral part of speech acts materials provided in the textbook. Based on that reason, this research is conducted, by intention to investigate some written conversations of speech acts in the learning materials source.

B. Identification of the Problems

The success of the English language teaching occurs when the students are able to function in a truly communicative setting that is in a spontaneous transaction involving one or more other people. The facts, however, are often in contrast with the ideal. The students still find it difficult to express their thoughts, opinions, and feelings. If the students have mastered some of the linguistic competences and they are added with the knowledge of language use, they will undoubtedly have communicative competence. Meanwhile, the teaching and learning of English cannot be separated from the teachers, students, materials given to the students, and any other supporting elements of learning. All of the elements play important roles in the successful English teaching and learning process. In addition, Dublin and Olshtain (1986: 27-32) say that there are five basic components of a language-teaching program. They are the curriculum and syllabus, students, teacher, resources, and materials.

The first component is the curriculum. It is guide-lined protocol which policy-makers convey information to teachers, textbook writers, examination committees, and learners concerning the program. The syllabus might have the title of 'curriculum', 'plan', and 'course outline'. The second component is students. According to Brown (2001: 92), the teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind. Students come from different backgrounds of study, interest, motivation, and preference in how to learn English. That is why a correct choice of technique is very important in teaching them. The students will learn best by using the correct techniques and

have the opportunity to use the language frequently. In communicative programs, students are expected to take an active part in the learning process. They are put into situations in which they must share responsibilities, make decisions, evaluate their own progress, and develop individual preferences and so on.

The third component is teachers. The teachers at high schools are typically non-native speakers. Therefore, the following factors need to be considered; (a) teachers' command of the target language, (b) teachers' training, background, level of higher education, exposure to the ideas concerning the nature of language and language learning, teaching experience, and (c) teachers' attitude toward English. Teacher plays an important role in the English teaching and learning process. One important duty of the teachers is stimulating interaction in the classroom. It is a must to teach the students how to interact to use the language. The next component is resources. Dublin and Olshtain (1986: 32) give limitations on resources into a number of key factors that need to be considered carefully as a part of the policy-making process. They are the time available and classroom setting.

The last component is materials. Materials that are given to the students are usually in the form of textbooks, and audio-visuals. Materials are developed based on the learning objective and learners' characteristics. They begin with the analysis of what the learners are expected to achieve. Materials must be selected based on the learners' need. They must be presented in interesting ways or techniques so that the students can easily comprehend the materials.

From all the basic components stated above, the material is an important requirement in English teaching and learning activities. The ability to comprehend learning materials such as; written conversations, becomes an important requirement to both of the teacher and students, yet it is an interesting and challenging topic to be studied in a research.

C. Limitation of the Problem

Based on the background of the study and the identification of the problems and due to the researcher's limitation in time and knowledge, this study has some limitations. The first limitation is material source. The mainly material source, textbook, is chosen. There are many kinds of textbook used as the material source. In this study, the tenth grade senior high students' textbook: *Look Ahead I* published by Erlangga in 2007 is chosen. It is based on the observation result that the book is widely used by the English teacher. The second limitation is the material itself. This study only focuses on the analysis of the illocutionary acts of speech acts used in the written conversations in the textbook. It is considered because of comprehending the written speech acts can be used as a way to prevent pragmatic misunderstanding, which can be a problem to the English teaching learning process in general.

D. Formulation of the Problem

Based on the problem limitation, this study is an attempt to answer the following questions:

1. What are the illocutionary acts of speech acts used in the written conversations of the tenth grade senior high school students' textbook: *Look Ahead I*?
2. What are the factor that influences the result of the analysis, and the benefits that can be gained from the understanding of the illocutionary acts in written conversations to the English teaching and learning?

E. Objectives of the Research

Corresponding to the formulation of the problem, the objectives of the research are:

1. to identify the illocutionary acts of speech acts used in the written conversations of the tenth grade senior high school students' textbook: *Look Ahead I*.
2. to find out factor that influences the result of the analysis, and the benefits that can be gained from the understanding of the illocutionary acts in written conversations to the English teaching and learning.

F. Research Significance

This research study is expected to give a valuable contribution to the following parties:

1. The English teachers and learners

The result of this research study is expected to give brief explanation of the illocutionary acts of written conversation in the textbook as learning

material, and the benefit that can be gained related to the English teaching and learning process.

2. The other researchers

The result of this research study can be used as a source of thought for other researchers who wish to conduct similar topic of research related to the analysis of the illocutionary acts, to get some insights of what aspects they should be concerned with.

CHAPTER II

LITERATURE REVIEW, CONCEPTUAL FRAMEWORK AND ANALYTICAL CONSTRUCT

To analyze the illocutionary acts of written conversations is challenging, because they did not have the attributes as the actual speech acts did. This research study is aimed to give an explanation of how to understand the illocutionary acts in written form, with the purpose to have better understanding to make the teaching and learning process easier. In order to sharpen the theoretical framework of this study, this chapter is aimed to review some relevant theories.

A. Literature Review

1. Pragmatics

Pragmatics is about how people understand other's thought and idea which are expressed through communication. Yule (1996: 4) added, pragmatics is the study of language based on the user's point of view. It concerns the choices they make, and the constraints they encounter in using language in social interaction, also the effects their use of language has on the other participants of a communication. Furthermore, Levinson quoted in Latif and Kurniawati (1997: 2) offers some definitions of pragmatics as follows,

- a. Pragmatics is the study of the relations between language and context, which are grammaticalized or encoded in the structure of a language,
- b. Pragmatics is the study of the relations between language and context as the basics of language understanding,

- c. Pragmatics is the study of the ability of language users to pair sentences with the context appropriately,
- d. Pragmatics is the study of all aspects of meanings, not involved in a semantic theory.

In other words, pragmatics is a subfield of linguistics that studies language the ways in which context contributes to meaning. Pragmatics encompasses speech act theory, conversational implicature, talk in interaction and other approaches to language behavior in philosophy, sociology, and linguistics. So pragmatics can be defined as a study talking about the relationship between language and context, in which the contextual meaning of an utterance can be different from the grammatical meaning. In this respect, pragmatics explains how language users are able to overcome apparent ambiguity. The ability to understand speaker's intended meaning is called pragmatic competence. Whereas an utterance describing pragmatic function is described as metapragmatic. Pragmatic awareness is regarded as one of the most challenging aspects of language learning, and comes only through experience. There are some important topics in the scope of pragmatics.

a. Speech Acts

Speech act is a technical term in linguistics and the philosophy of language. According to Schmidt and Richard (1983: 101), speech acts theory discusses the functions and uses of language in the broad sense. Speech acts are all the acts people perform through speaking, all the things done by the people

when they speak. Speech acts are commonly taken to include such acts as promising, ordering, greeting, warning, inviting and congratulating. In addition, Schmidt and Richards (1983: 30) convey that in using the language, people characteristically do three things,

- 1) People say something,
- 2) People indicate how we intend the hearer to take what we have said,
- 3) People have definite effects on the hearer as a result.

According to Austin (1997: 17-18), speech acts can be analyzed into three terms: *locutionary*, *perlocutionary*, and *illocutionary* acts. Locutionary acts are simply the speech acts that have taken place. They refer to the acts of saying something in the full sense of “say”. Illocutionary act is a complete speech act, made in a typical utterance that consists of the delivery of the propositional content of the utterance and a particular illocutionary force. Perlocutionary act is defined as the effect of the utterance on the listener, as result of saying. In other words, perlocutionary act is actual effect, such as persuading, convincing, scaring, enlightening, inspiring, or otherwise getting someone to do or realize something, whether intended or not.

Furthermore, Austin distinguishes locutionary and illocutionary acts. A locutionary act refers to the performance of an utterance; the actual utterance and its ostensible meaning, comprising phonetic, phatic and rhetic acts corresponding to the verbal, syntactic and semantic aspects of any meaningful utterance. Whereas an illocutionary act concerned with the pragmatic illocutionary force of the utterance, thus its real, intended meaning. The concept of an illocutionary act

is central to the concept of a speech act. Although there are numerous opinions as to how to define illocutionary acts, there are some kinds of acts which are widely accepted as illocutionary, as for example promising, ordering someone, and bequeathing. Following the usage of, for example, Searle, speech act is often meant to refer just to the same thing as the term illocutionary act, which Austin had originally introduced.

Austin (1997: 18) added that the idea of an illocutionary act can be captured by emphasizing, "By saying something, we *do* something". It would eventually define the illocutionary act in a more exact manner. An interesting type of illocutionary act is that performed in the utterance of what Austin calls performatives. In these typical, rather explicit cases of performative sentences, the action that the sentence describes (nominating, sentencing, promising) is performed by the utterance of the sentence itself.

b. Cooperative Principles

In social science generally and linguistics specifically, the cooperative principles describe how people interact with one another. As phrased by Grice in Cole and Morgan (1989: 26), who introduced it, he states, "Make your contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged". Though phrased as a prescriptive command, the principle is intended as a description of how people normally behave in conversation. Put more simply, people who obey

the cooperative principles in their language use will make sure that what they say in a conversation furthers the purpose of that conversation.

According to Mey (2001: 76-77), the cooperative principles can be divided into four Maxims, called the Gricean maxims, describing specific rational principles observed by people who obey the cooperative principle; these principles enable effective communication. The Gricean maxims are ways to explain the link between utterances and what is understood from them. The maxims are based on his cooperative principles, because listeners and speakers must speak cooperatively and mutually accept one another to be understood in a particular way. The principles, which describe how effective communication in conversation is achieved, are divided into the four maxims, they are

- 1) Maxim of quality, which concerns at the truth of the information, pinpoints at avoiding to say, what is believed to be false and that for which is lack adequate evidence,
- 2) Maxim of quantity, which concerns at the quantity of information, pinpoints in making contribution that should be as informative as is required neither too little, nor too much for the conversation to proceed,
- 3) Maxim of relevance, which concerns at the relevance of information, pinpoints on speakers' contributions that should clearly related to the purpose of the exchange, and

- 4) Maxim of manner concerns at the clarity of information pinpoints at speakers' contributions that should be clear, orderly and brief, avoiding obscurity and ambiguity.

The cooperative principles go both ways: speakers generally observe the cooperative principles, and listeners generally assume that speakers are observing it. This allows for the possibility of implicatures, which are meanings that are not explicitly conveyed in what is said, but that can nonetheless be inferred.

c. Politeness Principles

The politeness principles are series of maxims as a way of explaining how politeness operates in conversational exchanges. Leech (1983) defines politeness as forms of behavior that establish and maintain comity. That is the ability of participants in a social interaction to engage in interaction in an atmosphere of relative harmony. According to Leech (1983), there are politeness principles with conversational maxims similar to those formulated by Grice. He lists six Maxims: Tact, Generosity, Approbation, Modesty, Agreement, and Sympathy. The first and second form is a pair, as do the third and the fourth. These maxims vary from culture to culture: what may be considered polite in one culture may be strange or downright rude in another.

- 1) The tact maxim states to minimize the expression of beliefs that imply cost to other [maximize the expression of beliefs that imply benefit to other]. The first part of this Maxim minimizes the imposition, and the second part maximizes the hearer's interests, wants, and needs.

Example: “Could I interrupt you for a second?”
 “If I could just clarify this then”.

- 2) Leech's generosity maxim states to minimize the expression of beliefs that imply benefit to self [maximize the expression of beliefs that express or imply cost to self]. Unlike the tact maxim, the maxim of generosity focuses on the speaker, and says that others should be put first instead of the self.

Example: “You can relax and let me do this work”

- 3) The approbation maxim states to minimize the expression of beliefs, which express dispraises of other [maximize the expression of beliefs, which express approval of other]. It is preferred to praise others and if this is impossible, to sidestep the issue, to give some sort of minimal response which possibly using euphemisms, or to remain silent. The first part of the maxim avoids disagreement; the second part intends to make other people feel good by showing solidarity.

Example: “I heard you just finished your thesis”.
 “It seemed you’ve been worked hard”.

- 4) The modesty maxim states to minimize the expression of praise of self [maximize the expression of dispraise of self].

Example: “I am so stupid, how can I forget the test?”

- 5) The agreement maxim states to minimize the expression of disagreement between self and other [maximize the expression of agreement between self and other]. It is not being claimed that people

totally avoid disagreement. They are much more direct to express agreement, rather than disagreement.

Example: A: "I think we should have discussion on this matter".
B: "Yes, I agree. We need to find the best solution".

- 6) The sympathy maxim states to minimize antipathy between self and other [maximize sympathy between self and other]. This includes a small group of speech acts such as congratulation, commiseration, and expressing condolences.

Example: "I am sorry to hear that"

d. Proposition

A proposition is that part of the meaning of a clause or sentence that is constant, despite changes in such things as the voice or illocutionary force of the clause. The term proposition has a broad use in contemporary philosophy. It is used to refer to some or all of the primary bearers of truth-value, the objects of belief and other "propositional attitudes", the referents of *that*-clauses, and the meanings of sentences. Propositions are the sharable objects of the attitudes and the primary bearers of truth and falsity.

This stipulation rules out certain candidates for propositions, which presumably are not sharable, and concrete events or facts, which presumably cannot be false. These consequences fit well with contemporary usage. At last, the term proposition refers to either the "*content*" or "*meaning*" of a meaningful declarative sentence or the pattern of symbols, marks, or sounds that make up a meaningful declarative sentence. The meaning of a *proposition* includes having

the quality or property of being either true or false, and as such propositions are claimed to be truth bearers even when the fact is false. e.g. “Snow is white” – it is a proposition, and still a properly formulated proposition even though the fact is false i.e. the snow is not white.

e. Presupposition

In the branch of linguistics known as pragmatics, a presupposition (or ps) is an implicit assumption about the world or background belief relating to an utterance whose truth is taken for granted in discourse. Examples of presuppositions include:

- 1) Do you want to do it again?
- Presupposition: you have done it already, at least once.
- 2) My neighbor's son goes to the school by car.
- Presupposition: my neighbor is rich.

A presupposition must be mutually known or assumed by the speaker and addressee for the utterance to be considered appropriate in context. It will generally remain a necessary assumption whether the utterance is placed in the form of an assertion, denial, or question, and can be associated with a specific lexical item or grammatical feature in the utterance. Crucially, negation of an expression does not change its presuppositions.

f. Implicature

Implicature is a technical term in the Pragmatics, which refers to what is suggested in an utterance, even though neither expressed nor strictly implied by

the utterance. An implicature is anything that is inferred from an utterance but that is not a condition for the truth of the utterance. Implicature is also can be defined as an alternative to implication, which has additional meanings in logic and informal language. Grice (1989: 22-40) proposes the three types of implicature, they are conversational, scalar and conventional.

1) Conversational implicature

Grice outlines an approach termed as conversational implicature. It pinpoints at how hearers manage to work out the complete message when speakers mean more than they say. An example of what Grice meant by conversational implicature is the utterance "Have you got any cash on you?" Where the speaker really wants the hearer to understand the meaning: "Can you lend me some money? I don't have much on me."

The conversational implicature is a message that is not found in the plain sense of the sentence. The speaker implies it. The hearer is able to infer this message in the utterance, by appealing to the rules governing successful conversational interaction.

2) Scalar implicature

Another form of conversational implicature is also known as a scalar implicature. This concerns the conventional uses of words like "all" or "some" in conversation. e.g. "I ate some of the cakes". This sentence implies "I did not eat all of the cakes." While the statement "I ate some cakes" is still true if the entire pie was eaten, the conventional

meaning of the word "some" and the implicature generated by the statement is "not all".

3) Conventional implicature

Conventional implicature is independent of the cooperative principle and its maxims. A statement always carries its conventional implicature. e.g. "Joko is poor but happy". This sentence implies poverty and happiness are not compatible but in spite of this Joko is still happy. The Conventional interpretation of the word "but" will always create the implicature of a sense of contrast. So Joko is poor but happy will always necessarily imply "Surprisingly Joko is happy in spite of being poor".

2. Speech Acts Theories on Pragmatics

Austin in Eriksson (1999: 1) states that it is hard to understand what is meant by meaningful language if only thinking that language is used to present facts about the world, facts that can be either true or false. In addition, Austin also states that it is not only the description of reality but also the use of language to perform speech acts. Language is used to promise, ask, order, warn, request, etc.; speech acts that cannot be evaluated either as true or false. Therefore, Austin at first made a classification of utterances into constatives and performatives. The distinction between performative and constative utterances can be illustrated in the following utterances:

- a. Constative utterance
 - I assert to you that the window is closed
- b. Performative utterance
 - I request that you open the window

At first, Austin only considered performative utterances as speech acts. Austin finally arrived at the conclusion that both constatives and performatives must be considered as speech acts and that they concurrently have to be evaluated as true and happy. Austin in Eriksson (1999: 1) also claims that speech acts are constituted by two components: a locutionary (a propositional/information content component) and an illocutionary component (an action component). In the two utterances above the action component is constituted by the illocutionary verbs assert and request and the information content is constituted by the proposition about the window. By that Austin showed the double structure of language and that the meaning of a speech act must be determined at two levels at the locutionary (semantic) and illocutionary (pragmatic) level. The basic ideas of Austin have been further developed by Searle and Habermas.

One of Searle's major contributions to speech act theory is his analysis of general presuppositions for successful speech acts. The result of Searles analysis is formulated in four general rules: propositional content rule, preparaty rule, sincerity rule and essential rule, which are rules that the speaker must comply to if he wants to succeed with his speech act. Another important contribution from Searle is his classification of speech acts into five classes that is developing by Yule (1996: 53-54): assertives, directives, commissives, expressives and

declaratives. Searle used twelve dimensions to classify speech acts but the three most important dimensions are:

- a. Illocutionary point;
- b. Direction of fit;
- c. Expressed psychological state of the speaker.

Illocutionary point determines the main pragmatic function of the speech act. According to Searle, there are exactly five illocutionary points that correspond to the five different classes of speech acts. Searle makes a distinction between the illocutionary force (F) of the speech act and its propositional content (p) which together can be symbolized as F (p). The aim is to classify different illocutionary forces (F) (pragmatic functions) of language. With the three dimensions illocutionary point, direction-of-fit and expressed psychological state, Searle in Yule (1996: 53-54) has classified speech acts into,

- a. Representatives (Assertives)

The illocutionary point of representatives is to commit the speaker of the truth to the expressed propositional content. The direction-of-fit is word-to-world and the expressed psychological state is a belief; for example, asserting: “It’s raining.”

- b. Directives

The illocutionary point of directives is an attempt from the speaker to make the listener to perform an act represented by the propositional content. The direction-of-fit is world-to-word and the expressed psychological state is a wish or desire; for example, commanding: “Close the door!”

c. Commissives

The illocutionary point of commissives is that the speaker commits himself to perform an act in the way represented by the propositional content. The direction-of-fit is world-to-word and the expressed psychological state is an intention; for example, promising: “I’ll finish the paper by tomorrow.” Searle would have liked to have directives and commissives in the same class because they have the same direction-of-fit, but it is not possible to assimilate the classes because they do not have the same illocutionary point.

d. Expressives

The illocutionary point of expressives is to express the speaker’s psychological state about the state of affairs presented in the propositional content of the speech act. In the expressives class, there is no direction-of-fit. “I’m glad it’s raining!” is an example of an Expressive speech act.

e. Declaratives

The illocutionary point of declaratives is that their successful performance guarantees that the propositional content of the speech act corresponds to the world. Declaratives bring about alteration in the status of the referred objects. This feature distinguishes them from other classes. This also means that the direction-of-fit of the declaratives is both word-to-world and world-to-word at the same time. Most of the declaratives also require an extra-linguistic institution to be successfully performed, e.g. the teacher can say to a student “I declare you to be the leader”. There is no expressed psychological state in declaratives.

The main purpose of formal pragmatics is to analyze universal presuppositions for successful communication, Habermas (1984: 138). The objective of formal pragmatics is an attempt at rationally reconstructing universal and necessary presuppositions and rules of speech actions oriented to reach understanding. The universal rules behind formal pragmatics are that a speaker that performs a speech act, and who is oriented towards mutual understanding, must raise universal validity claims, and presuppose that the listener will accept the validity claims. Successful communication implies that the listener must both comprehend and accept the speech act.

Habermas (1984: 138) claims that the speech act succeeds if the listener accepts the speech act and enters into the intended relationship, a communicative intent that is expressed with the help of the illocutionary component of the speech act. If the speech act is accepted an actor relationship is created that implies obligations that regulate the social interaction. Habermas also presents a classification of speech acts, which is based on a critique of the classification of Searle. The classification consists of four classes of speech acts; constative, expressive, regulative, and imperative (sheer imperatives). The classification is based on three dimensions:

a. An ontology of three worlds

Ontology of three worlds implies that the world can be divided into; a Subjective (internal) world that is constituted by the feelings, beliefs, desires, experiences and intentions of the actors; common social world which is constituted by norms, actor relationships, institutions and to which the actors

belong themselves (part of the external world); and objective world of objects and state of affairs (part of the external world).

b. Claims of validity and power;

Habermas contends that a speaker who performs a speech act at same time raises four validity claims comprehensibility, truth, sincerity and rightness that must be recognized by the listener if the speech act is to succeed. The claim for comprehensibility is a presupposition for the recognition of the other three claims: the truth claim that is related to objective world, the sincerity claim that is related to the subjective world and the claim for rightness that is related to the social world. It is the three claims truth, sincerity and rightness claims that are used for the classification of speech acts. Habermas also uses the claim for power, which is not a validity claim, in the classification.

c. Bühler's Pragmatic language functions

The third dimension that is used in the classification is the Pragmatic language functions defined by Bühler. Bühler defined a model of language that serves different and interconnected functions. The function of representation (symbol) is to refer to objects and state of affairs. The expressive (symptom) function that is used to express the speaker's intentions, feelings, etc. The appellative (signal) function is focused on the listener that the speaker wants to influence. According to Habermas, these pragmatic functions make it possible to relate the propositional content of the speech act to the three worlds.

Habermas in Eriksson (1999: 5) makes a quite different interpretation of speech act theory compared to Searle. He claims that a speech act is successful if an actor relationship is established that is based on mutual understanding. For example, if the student accepts the speech act “I request that you open the window” an actor relationship is created which governs the material act of opening the window. This analysis means that why the listener is motivated to accept the speech act; the idea is that the Illocutionary force of speech acts is constituted by the mutual recognition of validity claims. Searle is not analyzing the reasons that would make the listener accept the speech act and join the interaction. With the three dimensions different worlds, validity claims and Bühler’s pragmatic functions, Habermas classifies speech acts into four classes.

a. Constatives

The class of constatives can be defined by relating the speech acts to the objective world, the claim for truth, and the representation (symbol) function of Bühler. The speech acts in this class are used to present states of affairs, for example, the speaker says, “I assert to you that the window is open”.

If the listener chooses to criticize the speech act it implies a criticism of the claim for truth that has been raised by the speaker. The listener may be motivated to accept the claim for truth if he realizes that the speaker has good reasons to claim that his proposition is true.

b. Expressives

The class of expressives has defined by relating these speech acts to the subjective world, the claim for sincerity and the Expressive function of

Bühler. The speech acts in this class is used to present something from the subjective world of the speaker, for example, the speaker says, “I wish the window was open”.

If the listener chooses to criticize the speech act it means a criticism of the speaker’s sincerity. The listener can be motivated to accept the claim for sincerity raised by the speaker if the speaker can assure the listener that he really means what he says. If the listener still has doubts about the speaker’s sincerity, the speaker can only show his sincerity in the consistency of his subsequent actions.

c. Regulatives

The class of regulatives can be defined by relating these speech acts to the social world, the claim for rightness and the Appellative (signal) function of Bühler. The speech acts in this class are used to regulate the interaction between the actors in the social world, for example, the speaker says, “I request that you open the window”.

If the listener chooses to criticize the speech act, it is a contest about the normative rightness of the speech act. The listener may be motivated to accept the claim for rightness raised by the speaker if the listener can recognize the normative context that makes the speech act valid.

d. Imperatives (Sheer Imperatives)

Habermas defines the class of Imperatives (sheer imperative) by relating these speech acts to the objective world, a claim for power and the appellative (signal) function of Bühler. The speech acts in this class are used by the

speaker to refer to a desired state in such a way that the listener would bring about that state, for example, the speaker says, “Open the window!”.

According to Habermas, imperatives can only be criticized from the aspect of conditions for satisfaction i.e. whether the action demanded can be carried out. However, it is not the recognition of the conditions of satisfaction that motivates the listener to accept the speech act. What motivates the listener to join the interaction is that the speaker can force the listener to interact, e.g. with the help of sanctions.

The illocutionary acts in the speech acts mentioned above are only some points of view on language. Most certainly, there are many others that natural languages fulfill yet depending on approach to this issue the number of illocutionary acts and their names might vary.

3. The Textbook

In a broad sense, a textbook or course book is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. Although most textbooks are only published in printed format, many are now available as online electronic books. Textbook is a teaching tool (material) which presents the subject matter defined by the curriculum. A textbook is required to contain the complete overview of the subject, including the theories, as well as to be of a more permanent character. Brown (2000: 141) states, textbooks are one type of texts, a book for use in an educational curriculum.

Regardless the large numbers of any other learning sources that can provide learning materials, textbooks maintain their roles as an integral part of teaching and learning process. At the very least, a textbook can be used as a guideline to achieve the success of the teaching and learning process. One of the most popular textbook used in our education is the ones published by *Erlangga*. It gains its popularity in both primary (junior) high school and secondary (senior) high school.

Look Ahead is a series of English course book for secondary (senior) high school students. The material developed in the book of *Look Ahead I: an English course for senior high school students year X* have been adapted from the teaching learning cycle method which puts genres as the main tool in language learning. The book has been carefully designed to meet students' expectations in learning a foreign language, i.e. to express their feelings and ideas.

All the activities in the book cover the four language skills: listening, speaking, reading, and writing. The activities provided in the book encourage the students to develop their competence in phonological and lexicogrammatical levels, as well as their discourse and cultural levels. The materials are organized as an integrated sequence of activities around a text type being discussed.

The book is expected to guide the students to achieve the information level of literacy, i.e. to be able to get involved in communication using English, spoken as well as written, not only for the transactional and interpersonal purposes but also for accessing information in this global information age. Furthermore,

students should be able to create English text types in various contexts and adjust themselves to new communication demands.

B. Conceptual Framework

The research study is intended to analyze the illocutionary acts in a written conversations of the tenth grade of senior high school textbook; *Look Ahead I*. In the book, there are many conversations that can be analyzed. To conduct the research, the study employs pragmatics theory of illocutionary acts based on Searle's classification. It means that this research is going to analyze the data found in the book based on the use of expressions in the conversations.

Searle's classification of illocutionary acts analysis is used in the analysis. It is considered that the classification is believed to be reasonably well-defined. According to Searle's classification, there are five types of illocutionary acts:

1. Representatives are those kinds of illocutionary acts that commit the speaker of the truth to the expressed propositional content. Some actions that can be defined as representatives are asserting, accepting, informing, describing, announcing, predicting, and concluding. e.g.
 Asserting : "It's raining".
 Accepting : "I accept your invitation".
2. Directives are the types of illocutionary acts that are attempts from the speaker to make the listener to perform an act represented by the propositional content. Some actions that can be defined as directives are commanding, suggesting, forbidding, ordering, requesting, recommending and questioning. e.g.

Commanding : “Close the door!”
 Forbidding : “Don’t touch the wire!”

3. Commisives are those kinds of illocutionary acts, which is the speaker commits him/her-self to perform an act in the way represented by the propositional content. Some actions that can be defined as commisives are planning, offering, refusing, promising, threatening and volunteering. e.g.

Offering : “Would you like some coffee?”
 Promising: “You have my word”.

4. Expressives are those types of illocutionary acts to express the speaker’s psychological state about the state of affairs presented in the propositional content of the speech act. Some actions that can be defined as expressives are congratulating, thanking, apologizing and stating pleasure, pain, likes, dislikes, joy and sorrow. e.g.

Thanking : “Thank you”.
 Apologizing : “I’m so sorry”.

5. Declaratives are kinds of illocutionary acts which bring about alteration in the status of the referred objects. Some actions that can be defined as declaratives are dismissing, nominating, sentencing and declaring something. e.g.

Sentencing : “I sentence you three months in prison”
 Declaring : “I declare you as class leader”

This research also tries to find out the influenced factor of the analysis result and the benefit that can be gained by analyzing the illocutionary acts of the textbook as a learning material provider. It can be seen that the ability to

comprehend learning material can be a good way to absorb learning knowledge in order to achieve the goal of English teaching and learning process.

C. Analytical Construct

From the description above, the analytical construct of the research can be drawn in the following figure:

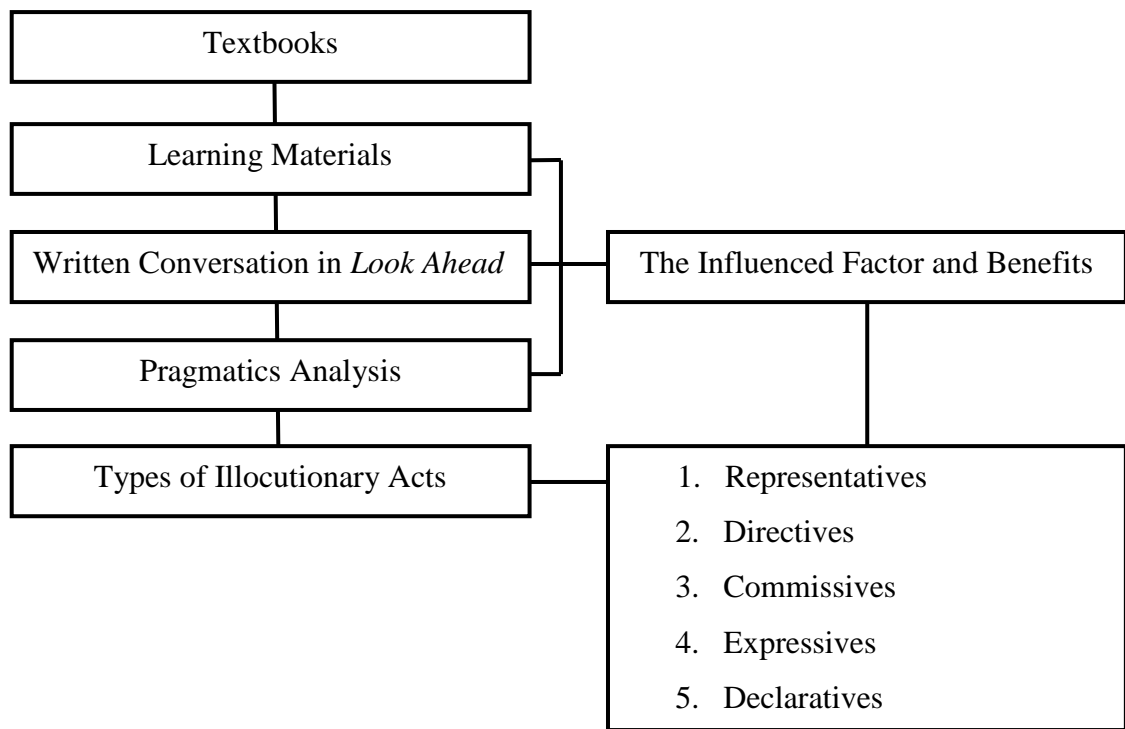


Figure 1. Analytical Construct

CHAPTER III RESEARCH METHODS

This chapter deals with methodological issues employed to answer the problems stated in Chapter I. It begins with the discussion of the nature of the research, followed by the research data and source, instruments of the research, trustworthiness, and the technique of the data analysis. Each is discussed as follows.

A. The Nature of the Research

As the goal of this research study is to analyze the illocutionary acts of written conversations in the tenth grade of senior high school textbook; *Look Ahead*, this research study is classified into descriptive qualitative research. According to Ary, et.al. (2010: 295), descriptive research is designed to obtain information concerning the current status of phenomena. They are directed towards determining the nature of situation as it exists at the time of the study. There is no administration or control of a treatment as what is found in an experimental research. The aim is to describe “what exists” with respect to variables or conditions in a situation.

B. Research Data and Source

The data were in the form of words, expressions, clauses and sentences. They were collected from the written speech acts (conversations) in the tenth grade of senior high school textbook; *Look Ahead I*.

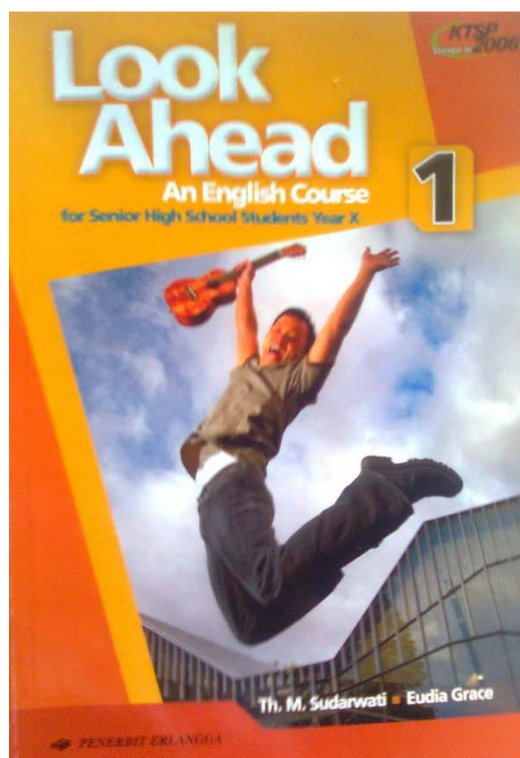


Figure 2. **The textbook; *Look ahead I***

C. Instruments of the Research

This research employed qualitative method. Moleong (2001: 121) states that in the qualitative research the researcher plays the roles as the designer, data collector, analyst, data interpreter and eventually the reporter of the research findings. It is in accordance with Lincon and Guba in Ary, et.al. (2010: 424) that introduced the concept of human instrument to emphasize the unique role that qualitative researcher play in a research. Therefore, the key instrument used in this research is the researcher's knowledge of the illocutionary acts while Searle's classification of the illocutionary acts becomes the main key in the data analysis.

In addition, the supplementary tools in the form of data sheets were used during the research analysis. The data sheets were served as a guide for the

process of classification and analysis of the data. The data were transferred into data sheets to be analyzed right after they were classified. There are two kinds of data sheets. The first sheet consists of the lists of the data. The second sheet consists of classification of illocutionary acts. The form of data sheets can be seen in the following tables.

Table 1. The First Form of Data Sheet

NO.	Data
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
.....	

Table 2. The Second Form of Data Sheet

[illegible]

D. Trustworthiness

This research employed investigator triangulation to gain the trustworthiness. Investigator triangulation involves using several different investigators in the analysis process. Investigator triangulation involves using more than one observer, interviewer, coder, or data analyst in the study. Confirmation of data among investigators, without prior discussion or collaboration with one another, lends greater credibility to the observations. In this research, fellow researchers from the English department, Dwi Prasetyo and M. Khairun Nazhirin, acted as the other investigators.

E. The Technique of the Data Analysis

As stated by Patton in Moleong (2000: 103), the data analysis technique is the process of data arrangement and data categorization. In addressing the analysis of the gathering data, some stages of analyzing data were used. Firstly, the data were collected. They were categorized and put in the data sheets. In the process of analyzing the data, inductive analysis as one of descriptive qualitative research's characteristic is applied. The collected data were identified, categorized and analyzed based on Searle's classification of illocutionary acts. Using the descriptive qualitative research, the data were displayed as what they were. It means that any additional information of the data is avoided in order to deal with the analysis. The steps of data analysis were carried out as explained in the following steps, they included:

1. After the data are collected, they were transferred into the first sheet to gather all the data.
2. The data were classified based on their classification of the illocutionary acts in the checklist. It was done on the second kind of data sheets.
3. After the classification of the data were decided. The percentages of each illocutionary act were calculated.
4. The measurement of trustworthiness of the data as part of the process was applied.
5. The data were published as a research report.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

As mentioned in Chapter I, the objective of this research is to analyze the illocutionary acts of written speech acts in the tenth grade of senior high school textbook; *Look Ahead* based on Searle's classification of illocutionary acts. In this chapter, the findings of the data analysis are presented and the discussion of the findings is organized. Since this research is classified as qualitative research, the findings and discussions are presented and organized orderly as subchapters. There are also some points added in the last section of the chapter as additional remarks. In the first section of this chapter, the research findings of the types of illocutionary acts and their occurrences in the book are presented. The second section of the chapter discussed the different types of each illocutionary acts. The last section of this chapter presents the additional remarks.

A. Research Findings

It was found out that there are 18 written conversations in the book; *Look Ahead* which were classified as the data. After the data classification was complete, the data were analyzed and the illocutionary acts of each datum were identified. After all the data were identified, it was found out that not all of five types of illocutionary acts based on Searle's classification were employed. There was one type of illocutionary acts that was not employed on the written conversations in the tenth grade of senior high school textbook: *Look Ahead I*. It

was the declaratives. The frequency of occurrence of each type of functions is different from the others as shown in the following table.

Table 3. The Frequency of Occurrence of the Language Functions

Types of Acts		Number of Frequency		Precentage (%)	
Representatives	Informing	90	127	33.83%	47.74%
	Asserting	22		8.27%	
	Describing	12		4.51%	
	Accepting	1		0.38%	
	Guessing	2		0.75%	
Directives	Questioning	54	60	20.30%	22.56%
	Suggesting	2		0.75%	
	Requesting	1		0.38%	
	Advising	1		0.38%	
	Insisting	1		0.38%	
	Convincing	1		0.38%	
Commissives	Offering	8	18	3.01%	6.77%
	Refusing	6		2.26%	
	Planning	3		1.13%	
	Promising	1		0.38%	
Expressives	Greeting	5	61	1.88%	22.93%
	Goodbye/Leave taking	6		2.26%	
	Thanking	17		6.39%	
	Complimenting	5		1.88%	
	Regretting	3		1.13%	
	Expressing Opinion	9		3.38%	
	Expressing Surprise	4		1.50%	
	Expressing Happiness	3		1.13%	
	Expressing Hope/Wish	4		1.50%	
	Expressing Disbelief	3		1.13%	
	Expressing Agreement	2		0.75%	
Total		266	266	100%	100%

From the previous table, it shows that representatives held the highest frequency of occurrence or the most frequently used in the speech acts. They are used 127 times or 47.74% out of the total number of the written conversations. The second highest was expressives, which was used in the conversations 61 times or 22.33% out of the total number of the data. The next was directives. It was employed 60 times or 22.56% out of the total percentage of the data. Commissives used 18 times or 6.77% out of the total data.

B. Discussions

In this section of the chapter, it discussed the illocutionary acts that were found in the book. It has already been explained in the research finding that there are four types of the illocutionary acts used in the book, namely: representatives, directives, commissives, and expressives acts, while the Declaratives acts were not found. The following are the discussions of those acts.

1. Representatives

In the previous sections of this chapter, it is mentioned that there are 128 data that have been identified as those of representatives. Representatives are those kinds of illocutionary acts that commit the speaker of the truth to the expressed propositional content. From these 127 expressions or 47.74% out of the total data can be more specified into five acts. Based on the research findings, the representatives acts divided into; informing, asserting, describing, accepting, and guessing.

a. Informing

The act of informing holds the highest of occurrence of all acts. There are 92 of informing acts used in the written conversations in the textbook, as seen, for example, in data 2, 9 and 27 below:

Datum 2

- (George) : "Where did you go on the weekend?"
 (Speaker 2) : "I **went to** Tambi tea plantation, a small village in Dieng."

Datum 9

- (George) : "And then what?"
 (Speaker 2) : "Uhm..we ate "Mie Ongklok" you know, it's a traditional food from Wonosobo. The next morning, **we visited** the tea plantation and watched how tea leaves were processed."

Datum 27

- A : "Excuse me, but can you tell me how to get to the museum?"
 B : "I'm afraid I don't know. **I'm new here myself.**"

Data 2 and 9 are parts of the first conversation and datum 27 is a part of the fourth conversation which was found in the book. The examples of the data were employed by the speakers to deliver information to the listener. Data 2 and 9 employed to deliver information about what was the speaker do, while datum 27 used to deliver the information about who the speaker was.

b. Asserting

The acts of asserting occur in 22 times. It was one of the highest acts used in the book. In fact, it was the third-highest of used acts. The asserting act is used by the speaker to say the truth or fact happened. Below is the example of asserting acts:

Datum 56

- B : "Here, I'll wipe your books with my handkerchief."
 A : "No, thank you. **It's not necessary.** Don't worry about it."

Datum 84

- (Speaker 1) : "C'mon George, tell me about her. **I'm curious.**"

(George) : “Uhm..her name is Lizzy. She is slim, not too tall, not too short. She’s got beautiful wavy hair. It’s cut short which makes her look so cute. She’s as beautiful as a yellow rose. Her smile is as sweet as a red rose, and...”

Datum 250

Putu : “How terrible!”

Santi : “Yes, **it’s awful**. And do you know what? 4,000 people die each year in road accidents.”

Each datum was an asserting act which confirmed the fact or truth. The difference between each act is that datum 56 was said to confirm the truth of an event on the external world that were “not necessary” and “awful”, while datum 84 was to confirm the fact within speaker’s internal world, which is the speaker is curious.

c. Describing

The describing acts occur in 12 occasions, which is it is 4.51% out of total percentage of the data. This act was found, for example, in data 86, 89 and 192 as seen below:

Data 86 and 89

(Speaker 1) : “C’mon George, tell me about her. I’m curious.”

(George) : “Uhm..her name is Lizzy. **She is slim, not too tall, not too short**. She’s got beautiful wavy hair. It’s cut short which makes her look so cute. **She’s as beautiful as a yellow rose**. Her smile is as sweet as a red rose, and...”

Datum 192

Billy : “I am a hotel manager. Are there any nice hotels in Yogyakarta?”

Menur : “I heard that many tourists like to stay at the Hyatt Regency. **It’s a five-star hotel that has the biggest pool in Central Java along with a nine-hole golf course.**”

Two sentences above are efforts from the speaker in describing an object.

Datum 86 and 89 were uttered by the speaker that means to describe a person.

Datum 192 is a part of fifteenth conversation, which was used to try to describe a thing (a building: a hotel).

d. Accepting

This act of accepting classified as one of the lowest-frequency acts used in the conversations in the book. It only occur once, as seen in the following datum:

Datum 32

A ; “Would you like a little more tea?”

B : “**Yes, please.**”

It was the expression used by the speaker in the fifth of the analyzed conversations. By saying that, the speaker means to accept what was offered to the speaker in the previous situation.

e. Guessing

The acts of guessing only occur in two times. It can be seen as in the data 145 and 146 below:

Data 145 and 146

You : “Yeah, Hmm, I think this report is excellent. Thanks a lot Sari. You did a great job. Now I have to give it to the director immediately.”

Sari : “Ok. You’d better hurry. He **may be** waiting for it.”

You : “Well, he **probably** is. Thanks again, Sari. Have a nice day!”

The two data above employed in one situational conversation, even it was in an orderly fashion. It was the thought of the two speakers that involved in the conversation about predicting what event might happen in the external world while the conversation occurred.

2. Directives

Based on the research finding, it was known that the directives acts found 60 times in the conversations. It was worth 22.56% out of the total acts used in the

book. Directives classified as an illocutionary act which is an attempt from the speaker to make listener to perform and act represented by the propositional content. Directives are concerned with guiding the behavior of others. According to the research findings, it was found out that there are six acts that can be classified as directives. They are questioning acts which occur 54 times, two suggesting acts, and also requesting, advising, insisting and convincing acts that only occur in one time of each act.

a. Questioning

This particular act of questioning was the second most employed act. In the conversations, questioning acts were used as a tool whether to start or to maintain the conversation itself. There were 54 acts of questioning were found, some can be seen in the examples below:

Datum 136

You : “Wow! That’s wonderful. Oh, sari, I almost forget. **Can I ask you something?**”
 Sari : “Oh, sure. What’s up?”
 You : “Have you finished typing....”

Datum 171

Menur : “Excuse me sir, **would you mind if I ask you a few questions?**”
 Billy : “About what?”
 Menur : “Well, I’m Menur. I’m a student studying English at Mahesa Institute.....”

Datum 190

Menur : “What do you do for living?”
 Billy : “I am a hotel manager. **Are there any nice hotels in Yogyakarta?**”
 Menur : “I heard that many tourists like to stay at the Hyatt Regency....”

The examples of the data above (data 136, 171 and 190) were acts of questioning performed by the speaker which requires an answer from the other

speaker as a response. These acts of the speaker and responses from the other were essential for the conversations to be maintained.

b. Suggesting

The suggesting acts only occur twice in 18 conversations that were analyzed in this research. The acts can be seen in data 128 and 124.

Datum 128

You : "I'm feeling great today. How was your weekend at the beach?"

Sari : "Terrific! We had a lovely time there. **You should go there.**"

Datum 144

You : "Yeah, Hmm, I think this report is excellent. Thanks a lot Sari. You did a great job. Now I have to give it to the director immediately."

Sari : "Ok. **You'd better hurry.** He may be waiting for it."

The examples were illocutionary acts of giving suggestions performed by the speaker. Datum 128 was uttered by the speaker to suggest the listener to do what the speaker have experienced before, while datum 144 suggested what the listener should do after the conversation occurred.

c. Requesting

The act of requesting is found once in the analysis. It is used in the conversation 16. The datum can be seen as follow.

Datum 216

Bunga : "..... I'm trying to find Darwin in this map of Australia."

Panca : "**Let me have a look.** Darwin..Darwin. oh, there you are. It's in the north."

In this case, it is an illocutionary act employed by the speaker to request to "have a look" of the map of Australia, in order to help by giving a response to the other speaker's question.

d. Advising

Just like the act of requesting, the advising act is only used once in all conversations. It can be seen in datum 258.

Datum 258

- Santi : “It was on a highway near the Red Sea port city of Jeddah.”
 Putu : “Jeddah? You mean...Saudi Arabia?”
 Santi : “Yes. By the way, don’t you know it’s also our problem as we can see also become one of the victims. **So, let’s learn to be more disciplined on the street....**”

Datum 258 is an utterance performed by the speaker in order to give the other person an advice, in this case, to be more disciplined on the street to avoid an accident that they were talking about in the conversation, before this utterance is used.

e. Insisting

Out of 266 of total data that were analyzed, the act of insisting is only found in one occasion. It is identified as datum 83, which occur in the tenth conversation of the analysis.

Datum 83

- (Speaker 1) : “Well, well, well,... my little friend George has a girl friend now. Is she hot?”
 (George) : “You bet!”
 (Speaker 1) : “**C’mon George, tell me about her.** I’m curious.”

It was an utterance that simply means to insist listener to tell the speaker about someone they were talking about.

f. Convincing

The convincing act is only used once in the conversations. It means that the act only held 0.38% out of total analyzed data. It is one of the lowest frequencies of occurrence acts in the textbook. It is only found in datum 115.

Datum 115

- Wendy : “What about other candidates Dessy Ratna?”
 Hannah : “Uhm..sorry, I have no idea. I won’t judge her because I don’t know her very much. But I heard that she’s a smart student. What about you?”
 Wendy : “Me? Uhm...I won’t vote for Dessy Ratna for sure. You know why? Because I think she’s arrogant and bad tempered. I don’t think that she’s good organizer. **Believe me.** She is not very helpful when things need to be done.”

The utterance “Believe me” is an attempt to convince the listener to believe in the speaker. The listener is “being forced” to have a faith in what speaker said and thought.

3. Commissives

The commissives acts occur less than the other class. It also had the fewer types of the acts. There are only four types of commissives act that were found in the conversations. These four types of commissives act totally occur 18 times which means it hold only 6.77% out of total data. The commissives acts that are found in the textbook consist of the acts of offering, refusing, planning and promising.

a. Offering

The first type of commissives acts is offering. It occurs 8 times in the conversations. The acts of offering mostly occur in the fifth conversation. There are three of the acts which are used in that particular conversation. The use of offering acts can be seen in the following example:

Datum 31

- A : “**Would you like a little more tea?**”
 B : “Yes, please.”

Datum 46

A : “Well, **how about another piece of cake?**”

B : “No, thanks. It’s delicious, but I’ve had plenty.”

Datum 59

A : “I’m going to the post office. **Would you like me to post that letters for you?**”

B : “I’ll go to the post office myself a little later, so I’ll take it. Thanks anyway.”

The examples of data above are the same illocutionary acts of offering performed by the speaker, even data 31 and 59 have similar sentence pattern. The difference between them is only in what they offered to the listener. In data 31 and 46, it is a thing (tea and cake) that was offered, while in datum 59 the speaker offered an action (a help to post letters).

b. Refusing

All of the refusing acts found in the analysis are uttered following the offering acts because refusing act is one of the expressions to response to the offering acts. There are 6 acts were found, as seen, for example, in data 14, 21 and 47 below:

Datum 14

A : “I was wondering if, uh, if there’s a good movie in the theater. Would you like to see it with me tomorrow?”

B : “Thanks a lot, **but I’m afraid I’m not free tomorrow night.**”

Datum 21

A : “Hello, John Smith speaking.”

B : “Hello. This is Helen Jones. May I speak to your sister?”

A : “She just stepped out. I think she’s next door. I can call her if you like.”

B : “**No, thank you.** I’ll phone again later. Good-bye.”

Datum 47

A : “Well, how about another piece of cake?”

B : “**No, thanks.** It’s delicious, but I’ve had plenty.”

These three forms of utterances had the same function which is refusing response from the speakers. Datum 14 used more complex form of words (added

by a reason) to refuse the offer, while data 21 and 47 used more straight-forward word in refusing the offer. The use of words “thanks a lot”, “thank you” and “thanks” was the speakers’ appreciation of the offer.

c. Planning

There are 3 planning acts that were found in the conversations. Planning acts were used by the speakers to express a commitment to perform an action that speakers would do in the future. In the analysis, the use of planning acts can be seen in the following data:

Datum 22

B : “Hello. This is Helen Jones. May I speak to your sister?”

A : “She just stepped out. I think she’s next door. I can call her if you like.”

B : “No, thank you. **I’ll phone again later.** Good-bye.”

Datum 187

Billy : “Well, my family is on vacation. So we decided to visit Bali and Yogyakarta.”

Menur : “We are very happy to have you in our country. How do you like it so far?”

Billy : “We really love Bali. **Today, we are going to** the Borobudur temple.”

Datum 242

Indah : “When will the doctor allow you to go home?”

Ujiani : “Perhaps tomorrow, if everything is alright.”

Indah : “Alright, Ujiani. Thanks for your time and get well soon.”

“Listeners, **we will bring** you more news about this food poisoning case within an hour. Indah Setyaningrum, reporting from Limapuluh Kota Regency.”

Data 22, 187 and 242 are expressions from the speakers to show that the speakers commit themselves to do an action in the future, which are “to phone again later” as shown in datum 22, “to go to Borobudur temple” as uttered in datum 187, and “to bring more news” as said in datum 242.

d. Promising

The last act of commissives that were found in the textbook was promising act. It was only occurred once. It was found in the conversation eight, later identified as datum 71.

Datum 71

- A : “Well, I’m giving a farewell party for Tom. Can you come?”
 B : “Yes, I’d love to. What time is it going to be?”
 A : “At seven o’clock tonight.”
 B : “All right. **I won’t miss it.** Thank you.”

There is similarity between promising and planning acts. The speakers of both acts are committed themselves on future action. The difference is that the promising act focuses on speakers’ act of giving their word rather than to perform the future action.

4. Expressives

Expressives are the illocutionary acts to express the speakers’ psychological state. There is only a little difference of frequency of the occurrence of directives and expressives acts. Directives hold 22.56% out of total data with 60 occurrences, while expressives hold 22.93% out of total data with 61 times of occurrence. On the analysis, it was found out that there are 11 types of actions that can be classified as expressives. It was the highest number than the others. Those 11 types of actions are greeting, saying goodbye, thanking, complimenting, regretting, expressing opinion, expressing surprise, expressing happiness, expressing hope/wish, expressing disbelief and expressing agreement.

a. Greeting

Based on classification of illocutionary acts, greeting is classified into the category of expressive. In the research findings, it was found that the expressions of greeting were used 5 times. It can be seen, for example, at data 62 and 225.

Datum 62

A : **“Hi, Mary.** Are you busy tonight?”

B : “No. why?”

A : “Well, I’m giving a farewell party for Tom....”

Data 225 and 226

Indah : “Listener, at this time I am in a public hospital, Limapuluh Kota Regency. I’m going to interview Ujiani, one of the victims of the food poisoning.”

“Good afternoon, Ujiani.”

Ujiani : **“Good afternoon.”**

Greeting usually used as ways to address others in order to begin the conversation. The three examples shown the way to greet others, therefore, the acts should not be taken literally. Data 225 and 226 can be used as examples. In both data, the speaker express “Good afternoon” to other speaker. The speakers didn’t actually concern about the other speaker’s afternoon, whether it was good or bad, but it was showing their politeness in addressing.

b. Saying goodbye

Saying goodbye or leave taking was found totally in six occasions. It holds 2.26% out of the total amount of data. The acts can be seen in the following examples:

Datum 23 and 24

A : “She just stepped out. I think she’s next door. I can call her if you like.”

B : “No, thank you. I’ll phone again later. **Good-bye.**”

A : **“Good-bye.”**

Just like the expressions of greeting, the expressions of saying goodbye are not only performed the actual goodbye. The expressions are also usually used to finish the conversations between the speakers. Saying goodbye also shows the speakers' politeness.

c. Thanking

It was found out that the expressions of thanking occur 17 times in the conversations. The example of the expressions can be seen in the following data:

Datum 147

You : "... You did a great job. Now I have to give it to the director immediately."

Sari : "Ok. You'd better hurry. He may be waiting for it."

You : "Well, he probably is. **Thanks again**, Sari. Have a nice day!"

Datum 205

Menur : "Thank you for your compliments about our country. I agree that some of them are a bit crazy. **Thank you very much** for your time. I hope you have a good stay in Indonesia."

The utterances above are examples of how to express thanking acts.

Thanking acts was considered as the least favor-returning acts.

d. Complimenting

Complimenting act occur 5 times. It is worth only 1.88% out of the total analyzed data. The expressions can be seen in data 130, 134 and 142, as the least examples.

Data 130 and 134

You : "Really? Hey, **what a beautiful** blouse you wearing. It matches your skirt."

Sari : "Thanks. My mother gave it to me on my birthday."

You : "Wow! **That's wonderful**. Oh, sari, I almost forget. Can I ask you something?"

Datum 142

You : "Have you finished typing the annual report we made last week?"

Sari : "Yes, mean this?"

You : “Yeah, Hmm, I think this report is excellent. Thanks a lot Sari. **You did a great job.** Now I have to give it to the director immediately.”

Complimenting is an act that is expressed to show the speakers' appreciation of others. Data 130 and 134 were shown how the speaker appreciate the thing that the other speaker had on, while datum 142 is expressed to appreciate what other speaker have done.

e. Regretting

The next acts that classified into the expressives is regretting. In the analysis, it was found out, there are three actions occur that can be identified as regretting act. The data 26, 30 and 49 below show how the acts are expressed.

Data 26 and 30

A : “Excuse me, but can you tell me how to get to the museum?”
 B : **“I’m afraid I don’t know,** I’m new here myself.”
 A : “I see. Thanks anyway.”
 B : **“Sorry I can’t help you.”**

Datum 49

A : **“Oops. Sorry.”**
 B : “It’s okay. Oh, your books are wet.”
 A : “It doesn’t matter. It’s my fault.”

Regretting is a simple way to express the speakers' sorry because of what the speakers have done, usually a mistake (shown by datum 49) or inability of the speakers to get things done (shown in data 26 and 30).

f. Expressing Opinion

The acts of expressing opinion are found 9 times in the analysis of 18 conversations. The example can be seen in the following data:

Datum 113

Hannah : “Uhm..sorry, I have no idea. I won’t judge her because I don’t know her very much. But I heard that she’s a smart student. What about you?”

Wendy : “Me? Uhm...I won’t vote for Dessy Ratna for sure. You know why? Because **I think she’s arrogant and bad tempered. I don’t think that she’s good organizer.** Believe me. ...”

Datum 198

Menur : “One last question. What is your impression of Indonesia and what do you like and dislike about it?”

Billy : “**I think Indonesia is a beautiful country.** I like the people because they are very friendly. I also like the food because it is very spicy....”

These acts are the ways the speakers express their idea. It is also used to express either the speaker’s thought or judgment of something or someone they are talking about. Data 113 and 114 are used by the speaker to express her judgment of someone, while datum 198 is used to express the speaker’s impression of a country.

g. Expressing Surprise

Out of 62 expressives acts, there are four acts considered as expressing surprise acts. There are data 39 and 96 that can be used as example of the acts.

Datum 39

B : “You’re welcome. By the way, this is for you, Mary.”

A : “**For me? Really?** Thank you, Bill. Oh, a book! How nice of you! Thanks a lot.”

Datum 96 : “**Oh, no!!!**”

(Speaker 1) : “.... But what about her personality?”

(George) : “She had a pleasant manner. She’s always there for me. She...Oh, wait..wait.. I’ve got her picture right here in my wallet.”

(Speaker 1) : “**Oh, no!!!** That’s Lisa my girl friend?!?”

Datum 245

Santi : “You won’t believe this, but twenty-one people were killed in a road accident.”

Putu : “**Are you serious?**”

Santi : “They were killed when two vehicles collided.”

Considering it is a written conversation, there was no such thing-like speaker’s face-expression or tone-stressing-which always used in the expressing

surprise acts as in the actual conversation. It used punctuation, such as; exclamation or question mark instead. It is fair to say that the expressing surprise acts are the expressions that less in content but meaningful in the context.

h. Expressing Happiness

The next act classified in the expressives acts is the expressing happiness acts. The acts are only used 3 times. They can be seen, in the following data:

Datum 45

- B : “You’re welcome. By the way, this is for you, Mary.”
 A : “For me? Really? Thank you, Bill. Oh, a book! How nice of you! Thanks a lot.”
 B : “Don’t mention it, Mary. **I’m very glad you like it.**”

Datum 91

- (George) : “Uhm..her name is Lizzy. She is slim, not too tall, not too short. She’s got beautiful wavy hair. It’s cut short which makes her look so cute. She’s as beautiful as a yellow rose. Her smile is as sweet as a red rose, and...”
 (Speaker 1) : “**Good for you**, George! But what about her personality?”

Datum 198

- Billy : “Well, my family is on vacation. So we decided to visit Bali and Yogyakarta.”
 Menur : “**We are very happy** to have you in our country. How do you like it so far?”
 Billy : “We really love Bali. Today, we are going to the Borobudur temple.”

The acts above are the examples of the speaker’s expression of saying their joy of the facts that happened in the real context. As in the expressions above, the data are the expressions of speakers’ joy of the facts, that, speaker’s friend like the book he gave to (datum 45), speaker’s friend had a girlfriend (datum 91), and speaker’s country had foreign visitor (datum 198).

i. Expressing Wish / Hope

The acts of expressing wish/hope occur 4 times in the conversations. The example of the acts can be seen in the following data:

Datum 148

You : “.... Now I have to give it to the director immediately.”

Sari : “Ok. You’d better hurry. He may be waiting for it.”

You : “Well, he probably is. Thanks again, Sari. **Have a nice day!**”

Datum 206 and 208

Menur : “Thank you for your compliments about our country. I agree that some of them are a bit crazy. Thank you very much for your time. **I hope** you have a good stay in Indonesia.”

Billy : “Thank you. **Good luck** with your English.”

The acts are used by speakers to show their expectation of what might they endure in the future once the conversation between them is over. The expressions can be considered as a good way to end a conversation, regarding they show some respect and politeness of the speakers.

j. Expressing Disbelief

The expressing disbelief acts occur in 3 occasions out of total 266 acts in the analysis. The expressions of disbelief can be seen, in the data below:

Datum 159

Hutabarat : “You know my school is the oldest one in our district so it has many clases. There are 24 classes.”

Soraya : “oh, I think it’s must be a very big school.”

Hutabarat : “Right. It also has five canteens.”

Soraya : “Really? **I don’t believe it.** What do they look like?”

Datum 247 and 252

Santi : “They were killed when two vehicles collided.”

Putu : “No, **I don’t believe it.**”

Santi : “Well, the accident happened when a vehicle carrying....
.... five passengers.”

Putu : “How terrible!”

Santi : “Yes, it’s awful. And do you know what? 4,000 people die each year in road accidents.”

Putu : “Oh no, **That’s not true!** Where did the accident happen?”

The expressions above are the way of the speakers of saying their doubt or skepticism of the facts that happened in real context. Three expressions above show that the speakers are unsure and did not believe of the facts that being told.

k. Expressing Agreement

There are many acts classified as expressives acts that already found in the conversations. The last act found in the conversations analysis that is considered as expressives act is the expressing agreement act. They are employed twice, as shown in the following data:

Datum 204

Billy : “I think Indonesia is a beautiful country. I don’t really driving in Indonesia. Many of bikers seem to be crazy.”

Menur : “Thank you for your compliments about our country. **I agree that some of them are a bit crazy.** Thank you very much for your time. I hope you have a good stay in Indonesia.”

Datum 252

Santi : “Yes. By the way, don’t you know it’s also our problem as we can see also become one of the victims. So, let’s learn to be more disciplined on the street. Am I right?”

Putu : “Yes. **I agree with you**, Santi.”

The expressions above were used by the speakers to show that they are agree to the facts or opinion stated by the other speaker. By using these expressions, it can be concluded that the involved speakers share the same idea in the conversation.

From the discussion above, it can be seen that there are differences of the occurrences of each acts. Some acts have high frequency of occurrences while the others have low in frequency, even none. This phenomenon causes by the factor of learning goal and curriculum. As previously stated, curriculum is one of five basic components of language teaching program. The curriculum for senior high school students provided a guideline in achieving the English teaching and learning purpose. The curriculum is exactly support the particular acts, so that the acts have high frequency of occurrence in the textbook. As reflected in the SK-

KD of senior high school, the particular acts, such as; representatives, directives and expressives are fully supported. It is because of the English learning goal that expects the students able to use English in real situational context of communication. The representatives, directives and expressives acts are widely used in both of transactional and interpersonal conversations. Most of those acts also used in the particular types of texts, such as; recounts, narratives, procedures, and description texts, which are the types of texts to be studied by the tenth grade high school students. On the other hand, there are no acts, such as “declaring something” reflected in the SK-KD. It makes the declaratives acts have no chance to appear in the textbook for the tenth grade students of senior high school.

Even though, there are some benefits that can be gained. Needless to say, comprehending the learning material can give fundamental knowledge to improve English skills either for the learners and even the teacher. This research study analyzed the illocutionary acts of written conversation in the textbook as a learning material. Based on the form of the material, it can be seen that the material presented in the written form, as texts. To comprehend the written form, it takes the reading skills of the learners and/or the teachers. This reading comprehension skill is used to understand the meaning or message of the texts. So it can be simply said that the analysis of learning materials is related to the reading skill because the process of comprehending the texts can be used as a way to improve reading skill. On the other hand, according to the content of the material, this research analyzes the illocutionary acts which are part of the speech acts theory. This analysis of illocutionary acts is expected to set-in a fundamental

knowledge in order to improve the pragmatic competence which is an integral part in speech acts. This improvement can give a positive contribution to the speaking skill of the learner and/or teachers, which later can be implemented when they are conducting or comprehending speaking activities, such as a conversation.

C. Additional Remarks

Based on the discussion of the research finding above this research report can be concluded. As mentioned in Chapter I, the purpose of English teaching learning process in the classroom was to put some fundamental knowledge to the learners as a basic preparation to face the globalization age. In terms of education, there a lot of teaching methods and learning material sources that can be used to success the English teaching and learning process. As important as the teaching methods used by the English teachers, the learning material sources hold significant role in classroom teaching and learning process. With no disrespect of the other material sources, a textbook cannot be separated from the learning process itself. Regarding the large number of sources that can be used in the learning process, lately, a textbook relatively used whether as a support to provide learning materials and/or as guideline to lead into the goal of teaching and learning process.

Regardless the fact that it was only one of many of textbooks that used in English teaching and learning process, the textbook *Look Ahead I; an English course for senior high school students year x* used by a lot of number of English teachers in their classroom activity. It was relatively provide proper learning

materials for the students. As this research was conducted to analyze the illocutionary acts of written conversations, the textbook was used as data source. It was identified that there are 266 data from 18 conversations in the textbook. Based on the analysis, it was found out that there are four types of illocutionary acts employed in the textbook. They were representatives, directives, commissives and expressives. It can be learned and understood how to express the acts as seen in the discussion above. It was less one type of illocutionary acts, the declaratives act. The absence of the declaratives acts in the textbook is one of the reasons, why the English teachers cannot depend on just one textbook as a learning source. They are expected to use and/or provide other learning sources to support English classroom activities.

At last, this research report was an effort to give an understanding regarding the illocutionary acts of written speech/conversation that can be used to improve the English skills, specifically reading and speaking. Nonetheless, this research report was expected to give an insight of how to comprehend the written illocutionary acts to avoid the pragmatic misunderstanding, and make English learning easier in order to reach goal of the English teaching and learning process in general.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with two parts namely, conclusion and suggestion. The first part presented the conclusions derived from the research study. The second part presented suggestions intended for the English teachers and learners and the other researchers.

A. Conclusions

As it was stated in Chapter I, the objectives of this research are to analyze the illocutionary acts of written speech acts in the tenth grade of senior high school textbook; *Look Ahead* based on Searle's classification of illocutionary acts, and to find out the English skills that can be related. These written speech acts were not easy to be analyzed because there are no gestures, facial expressions, tone or word stressing of the speakers included. The contexts of the conversations were the integral point of analysis. After all, as presented in the previous chapter, there are four types of illocutionary acts were found, the declaratives acts were not found. These four acts are:

1. Representatives

Representatives are used 128 times or 48.12% out of the total number of the written conversations. There are five acts found in the analysis that can be classified into representatives. They are informing, asserting, describing, accepting, and guessing.

2. Directives

This particular type of illocutionary acts is employed 60 times or 22.56% out of the total percentage of the data. There are questioning acts which were occurred 54 times, suggesting acts in two occasions, and also requesting, advising, insisting and convincing acts which only occur in one time of each act.

3. Commissives

The occurrences of commissives in the textbook are 16 times or 6.01% out of the total data. The acts that can be classified into commissives are offering, refusing, planning, and promising acts.

4. Expressives

It was found 62 times or 23.31% out of the total number of the data in the conversations. It consist of several acts. They are the acts of greeting, saying goodbye, thanking, complimenting, regretting, expressing opinion, expressing surprise, expressing happiness, expressing hope/wish, expressing disbelief, and expressing agreement.

Meanwhile, based on the analysis, the factor that influences the frequency of the occurrence is the English teaching and learning curriculum. As reflected in the SK-KD, the curriculum fully supported particular acts, such as representatives, directives and expressives acts. Those acts mostly involved in the both transactional and interpersonal conversational. They are also widely used in the several types of text to be studied. There are also some benefits in reading and speaking skills that can be gained by comprehend the illocutionary acts analysis of written conversations. Based on the form, it is presented as written form of texts.

Comprehending written texts can be used as a method to improve reading skill of the English learners and also the teachers. Meanwhile, according to the content, it can be related to the speaking skill. The understanding of the illocutionary acts can be used to develop their pragmatic competence in order to improve speaking skill in the actual context of activities.

B. Suggestions

This part presented some suggestions that will hopefully give a new idea. The first suggestion is intended for the English teachers and learners in order to provide better English teaching and learning process, especially in senior high schools. The second is for other researches which can be done related to this study, particularly in the area of pragmatics.

1. The English learners

Understanding an analysis of illocutionary acts of written speech acts in the tenth grade of senior high school textbook is an incredible thing. Indeed, it is important for the English learners, although it was only one of many linguistic contents to be studied, in one textbook out of many books used as the teaching and learning sources.

Based on that reason, it can be suggested to the English learners to keep and improve their awareness of the situational contexts of the conversations if they were analyzing written speech acts. It is because of the written speech acts did not have another attributes such as; speaker's gestures, facial expressions, etc. as the actual speech acts did.

2. The English Teachers

It is suggested for the English teachers, to be more open-minded to the use of alternative books and other learning sources as additional supports of knowledge in the teaching and learning process.

3. The other researchers

It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researches. The problems that appear related to this research which can be investigated in further research are explained below:

First, it was already stated above that this research was studied one of many linguistic contents, in one textbook out of many books. In terms of illocutionary acts analysis, there is an unfortunate in this report due to the absence of declaratives acts. The further researches should explore deeper of the acts, perhaps by exploring other textbook in order to get more-completed analysis result of the illocutionary acts. The illocutionary acts itself was only one of the many linguistic contents in a textbook. It is good to have another linguistic analysis such as; the maxims of cooperative and politeness principles, implicature, etc. that can be done in the future by other researchers in the further researches.

Second, this research study was an attempt in analyzing the illocutionary acts in order to give better understanding in the process teaching and learning. It is suggested in the further researches to relate and implement these types of analysis to the actual classroom activities. It could use, for example, the students learning achievement as the indicators.

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APPENDIX
I
THE CONVERSATIONS

Conversation 01 (LA/PAGE02)

- (George) : "Where did you go on the weekend?"
 (Speaker 2) : "I went to Tambi tea plantation, a small village in Dieng."
 (George) : "Did you go alone?"
 (Speaker 2) : "No, I went with my aunt and uncle."
 (George) : "What did you do there?"
 (Speaker 2) : "Well, we spent two nights there in a luxurious bungalow inside the plantation."
 (George) : "And then what?"
 (Speaker 2) : "Uhm..we ate "Mie Ongklok" you know, it's a traditional food from Wonosobo. The next morning, we visited the tea plantation and watched how tea leaves were processed."
 (George) : "Wow, your weekend sound great!"
 (Speaker 2) : "Indeed, we had a lovely time there because the weather was cool and the scenery was beautiful."

Conversation 02 (LA/PAGE93)

- A : "I was wondering if, uh, if there's a good movie in the theater. Would you like to see it with me tomorrow?"
 B : "Thanks a lot, but I'm afraid I'm not free tomorrow night."

Conversation 03 (LA/PAGE93)

- A : "Hello, John Smith speaking."
 B : "Hello. This is Helen Jones. May I speak to your sister?"
 A : "She just stepped out. I think she's next door. I can call her if you like."
 B : "No, thank you. I'll phone again later. Good-bye."
 A : "Good-bye."

Conversation 04 (LA/PAGE93)

- A : "Excuse me, but can you tell me how to get to the museum?"
 B : "I'm afraid I don't know, I'm new here myself."
 A : "I see. Thanks anyway."
 B : "Sorry I can't help you."

Conversation 05 (LA/PAGE94)

- A ; "Would you like a little more tea?"
 B : "Yes, please."
 A : "Please have another piece of cake."
 B : "Thank you. Uhm, Jane, I heard you were ill so I brought you some fruits."
 C : "Thanks, Bill."
 B : "You're welcome. By the way, this is for you, Mary."
 A : "For me? Really? Thank you, Bill. Oh, a book! How nice of you! Thanks a lot."

B : "Don't mention it, Mary. I'm very glad you like it."

A : "Well, how about another piece of cake?"

B : "No, thanks. It's delicious, but I've had plenty."

Conversation 06 (LA/PAGE94)

A : "Oops. Sorry."

B : "It's okay. Oh, your books are wet."

A : "It doesn't matter. It's my fault."

B : "Here, I'll wipe your books with my handkerchief."

A : "No, thank you. It's not necessary. Don't worry about it."

Conversation 07 (LA/PAGE94)

A : "I'm going to the post office. Would you like me to post that letters for you?"

B : "I'll go to the post office myself a little later, so I'll take it. Thanks anyway."

Conversation 08 (LA/PAGE94)

A : "Hi, Mary. Are you busy tonight?"

B : "No. why?"

A : "Well, I'm giving a farewell party for Tom. Can you come?"

B : "Yes, I'd love to. What time is it going to be?"

A : "At seven o'clock tonight."

B : "All right. I won't miss it. Thank you."

Conversation 09 (LA/PAGE119)

Mrs. Andrews : "I have lost my cat. Has anybody found one?"

Police : "No, madam. What does your cat looks like?"

Mrs. Andrews : "Well, let me tell you about my cat."

Conversation 10 (LA/PAGE122)

(Speaker 1) : "What's so funny?"

(George) : "Never mind, I just thinking about my new girl friend."

(Speaker 1) : "Well, well, well,... my little friend George has a girl friend now. Is she hot?"

(George) : "You bet!"

(Speaker 1) : "C'mon George, tell me about her. I'm curious."

(George) : "Uhm..her name is Lizzy. She is slim, not too tall, not too short. She's got beautiful wavy hair. It's cut short which makes her look so cute. She's as beautiful as a yellow rose. Her smile is as sweet as a red rose, and..."

(Speaker 1) : "Good for you, George! But what about her personality?"

(George) : "She had a pleasant manner. She's always there for me. She...Oh, wait..wait.. I've got her picture right here in my wallet."

(Speaker 1) : "Oh, no!!! That's Lisa my girl friend?!?"

Conversation 11 (LA/PAGE127)

- Wendy : "Hannah, will you vote for Henry as the president of the clubs?"
 Hannah : "Sure. He'd make an excellent president."
 Wendy : " Oh, really? What makes you sure?"
 Hannah : "Well, he's really energetic, he always gets things done, and he knows how to listen to other people and then to make a decision. Besides, he's very handsome, you know."
 Wendy : "Yeah, I know that. But I heard he likes cheating during a test and he can become very stingy sometimes."
 Hannah : "Yes, I heard about that, too."
 Wendy : "What about other candidates Dessy Ratna?"
 Hannah : "Uhm..sorry, I have no idea. I won't judge her because I don't know her very much. But I heard that she's a smart student. What about you?"
 Wendy : "Me? Uhm...I won't vote for Dessy Ratna for sure. You know why? Because I think she's arrogant and bad tempered. I don't think that she's good organizer. Believe me. She is not very helpful when things need to be done."
 Hannah : "Well, I guess I have to learn a lot about the others. Oh, anyway, I have to go now, I have someone to call. Excuse me. Nice talking to you."
 Wendy : "You too. Bye!"
 Hannah : "Bye!"

Conversation 12 (LA/PAGE130)

- You : "Hi, Sari! How are things?"
 Sari : "Fine, and you?"
 You : "I'm feeling great today. How was your weekend at the beach?"
 Sari : "Terrific! We had a lovely time there. You should go there."
 You : "Really? Hey, what a beautiful blouse you wearing. It matches your skirt."
 Sari : "Thanks. My mother gave it to me on my birthday."
 You : "Wow! That's wonderful. Oh, sari, I almost forget. Can I ask you something?"
 Sari : "Oh, sure. What's up?"
 You : "Have you finished typing the annual report we made last week?"
 Sari : "Yes, mean this?"
 You : "Yeah, Hmm, I think this report is excellent. Thanks a lot Sari. You did a great job. Now I have to give it to the director immediately."
 Sari : "Ok. You'd better hurry. He may be waiting for it."
 You : "Well, he probably is. Thanks again, Sari. Have a nice day!"

Conversation 13 (LA/PAGE139)

- (Speaker 1) : "Could you tell me where the canteen is?"
 (Speaker 2) : "It's beside the music room, at the end of the corridor."

Conversation 14 (LA/PAGE140)

Hutabarat : "Morning, ready to go?"
 Soraya : "Hi, I've been waiting for a while."
 Hutabarat : "Lets go then."
 Soraya : "well, could you tell me how many classes your school has?"
 Hutabarat : "You know my school is the oldest one in our district so it has many clases. There are 24 classes."
 Soraya : "oh, I think it's must be a very big school."
 Hutabarat : "Right. It also has five canteens."
 Soraya : "Really? I don't believe it. What do they look like?"
 Hutabarat : "Each canteen has the same size, as big as this room. I mean my room. They also have the same color but of course they sell different food."
 Soraya : "How's the price?"
 Hutabarat : "It's not very expensive."
 Soraya : "By the way, how far is your school from the town center?"
 Hutabarat : "Not very far. Just five minutes on foot. It faces a very big park. You'll be there soon. Come on, let's go."

Conversation 15 (LA/PAGE142)

Menur : "Excuse me sir, would you mind if I ask you a few questions?"
 Billy : "About what?"
 Menur : "Well, I'm Menur. I'm a student studying English at Mahesa Institute. Do you mind if I ask you seme questions?"
 Billy : "No problem. Okay, what would you like to know?"
 Menur : "What is your name and where are you from?"
 Billy : "Just call me Billy. I am from America."
 Menur : "Wow! What brings you to Indonesia?"
 Billy : "Well, my family is on vacation. So we decided to visit Bali and Yogyakarta."
 Menur : "We are very happy to have you in our country. How do you like it so far?"
 Billy : "We really love Bali. Today, we are going to the Borobudur temple."
 Menur : "What do you do for living?"
 Billy : "I am a hotel manager. Are there any nice hotels in Yogyakarta?"
 Menur : "I heard that many tourists like to stay at the Hyatt Regency. It's a five-star hotel that has the biggest pool in Central Java along with a nine-hole golf course."
 Billy : "Great, that sounds perfect. Hopefully my family will be staying there tonight. Anything else?"
 Menur : "One last question. What is your impression of Indonesia and what do you like and dislike about it?"
 Billy : "I think Indonesia is a beautiful country. I like the people because they are very friendly. I also like the food because it is very spicy. I

- don't really driving in Indonesia. Many of bikers seem to be crazy."
- Menur : "Thank you for your compliments about our country. I agree that some of them are a bit crazy. Thank you very much for your time. I hope you have a good stay in Indonesia."
- Billy : "Thank you. Good luck with your English."
- Menur : "Thanks. Bye."
- Billy : "Bye."

Conversation 16 (LA/PAGE146)

- Bunga : "Excuse me. Is there anyone here who is good at geography?"
- Panca : "Well, maybe I could help."
- Bunga : "Oh, thanks. I'm trying to find Darwin in this map of Australia."
- Panca : "Let me have a look. Darwin..Darwin. oh, there you are. It's in the north."
- Bunga : "Oh, how foolish I am I thought it was in the south."
- Panca : "Yeah, it's somewhere in the Northern Territory. It faces the Pacific ocean."
- Bunga : "You're right. Thanks a lot."

Conversation 17 (LA/PAGE176)

- Indah : "Listener, at this time I am in a public hospital, Limapuluh Kota Regency. I'm going to interview Ujiani, one of the victims of the food poisoning."
- Ujiani : "Good afternoon, Ujiani."
- Indah : "Good afternoon."
- Indah : "How are you feeling at this moment. Are you feeling better now?"
- Ujiani : "Thank God. Yes, I'm feeling better now."
- Indah : "Ujiani, can you tell us what happened to you?"
- Ujiani : "Well I was invited to a wedding party of my neighbor in Batu Ampar. We were having the wedding meal. The meal was good until we drank a glass of "cendol". After half an hour, I felt dizzy and I felt like I had to throw up. Then I vomited. I also witnessed some of the guests doing the same thing."
- Indah : "What happened then?"
- Ujiani : "I don't remember anything because I fainted and when I woke up, I was already here, in the hospital."
- Indah : "When will the doctor allow you to go home?"
- Ujiani : "Perhaps tomorrow, if everything is alright."
- Indah : "Alright, Ujiani. Thanks for your time and get well soon."
- "Listeners, we will bring you more news about this food poisoning case within an hour. Indah Setyaningrum, reporting from Limapuluh Kota Regency."

Conversation 18 (LA/PAGE180)

Santi : “You won’t believe this, but twenty-one people were killed in a road accident.”

Putu : “Are you serious?”

Santi : “They were killed when two vehicles collided.”

Putu : “No, I don’t believe it.”

Santi : “Well, the accident happened when a vehicle carrying...wait a minute, let me count...16 passengers tried to avoid a police checkpoint by going around it, and rammed into an incoming car carrying five passengers.”

Putu : “How terrible!”

Santi : “Yes, it’s awful. And do you know what? 4,000 people die each year in road accidents.”

Putu : “Oh no, That’s not true! Where did the accident happen?”

Santi : “It was on a highway near the Red Sea port city of Jeddah.”

Putu : “Jeddah? You mean...Saudi Arabia?”

Santi : “Yes. By the way, don’t you know it’s also our problem as we can see also become one of the victims. So, let’s learn to be more disciplined on the street. Am I right?”

Putu : “Yes. I agree with you, Santi.”

APPENDIX
II
THE FIRST DATA SHEET

Table 1. The form of first data sheet

NO	Data (The Expressions)
1.	Where did you go on the weekend?
2.	I went to Tambi tea plantation, a small village in Dieng.
3.	Did you go alone?
4.	No, I went with my aunt and uncle.
5.	What did you do there?
6.	Well, we spent two nights there in a luxurious bungalow inside the plantation.
7.	And then what?
8.	Uhm..we ate "Mie Ongklok" you know, it's a traditional food from Wonosobo.
9.	The next morning, we visited the tea plantation and watched how tea leaves were processed.
10.	Wow, your weekend sound great!
11.	Indeed, we had a lovely time there because the weather was cool and the scenery was beautiful.
12.	I was wondering if, uh, if there's a good movie in the theater.
13.	Would you like to see it with me tomorrow?
14.	Thanks a lot, but I'm afraid I'm not free tomorrow night.
15.	Hello, John Smith speaking.
16.	Hello, this is Helen Jones.
17.	May I speak to your sister?
18.	She just stepped out.
19.	I think she's next door.
20.	I can call her if you like.
21.	No, thank you.

22.	I'll phone again later.	
23.	Good-bye.	
24.	Good-bye.	
25.	Excuse me, but can you tell me how to get to the museum?	
26.	I'm afraid I don't know.	
27.	I'm new here myself.	
28.	I see.	
29.	Thanks anyway.	
30.	Sorry I can't help you.	
31.	Would you like a little more tea?	
32.	Yes, please.	
33.	Please have another piece of cake.	
34.	Thank you.	
35.	Uhm, Jane, I heard you were ill so I brought you some fruits.	
36.	Thanks, Bill.	
37.	You're welcome.	
38.	By the way, this is for you, Mary.	
39.	For me? Really?	
40.	Thank you, Bill.	
41.	Oh, a book!	
42.	How nice of you!	
43.	Thanks a lot.	
44.	Don't mention it, Mary.	

45.	I'm very glad you like it.	
46.	Well, how about another piece of cake?	
47.	No, thanks.	
48.	It's delicious, but I've had plenty.	
49.	Oops. Sorry.	
50.	It's okay.	
51.	Oh, your books are wet.	
52.	It doesn't matter.	
53.	It's my fault.	
54.	Here, I'll wipe your books with my handkerchief.	
55.	No, thank you.	
56.	It's not necessary.	
57.	Don't worry about it.	
58.	I'm going to the post office.	
59.	Would you like me to post that letters for you?	
60.	I'll go to the post office myself a little later, so I'll take it.	
61.	Thanks anyway.	
62.	Hi, Mary.	
63.	Are you busy tonight?	
64.	No, why?	
65.	Well, I'm giving a farewell party for Tom.	
66.	Can you come?	

67.	Yes, I'd love to.	
68.	What time is it going to be?	
69.	At seven o'clock tonight.	
70.	All right.	
71.	I won't miss it.	
72.	Thank you.	
73.	I have lost my cat.	
74.	Has anybody found one?	
75.	No, madam.	
76.	What does your cat look like?	
77.	Well, let me tell you about my cat.	
78.	What's so funny?	
79.	Never mind, I just thinking about my new girl friend.	
80.	Well, well, well,... my little friend George has a girl friend now.	
81.	Is she hot?	
82.	You bet!	
83.	C'mon George, tell me about her.	
84.	I'm curious.	
85.	Uhm..her name is Lizzy.	
86.	She is slim, not too tall, not too short.	
87.	She's got beautiful wavy hair.	
88.	It's cut short which makes her look so cute.	
89.	She's as beautiful as a yellow rose.	

90.	Her smile is as sweet as a red rose, and...
91.	Good for you, George!
92.	But what about her personality?
93.	She had a pleasant manner.
94.	She's always there for me.
95.	She...Oh, wait..wait.. I've got her picture right here in my wallet.
96.	Oh, no!!!
97.	That's Lisa my girl friend?!?!
98.	Hannah, will you vote for Henry as the president of the clubs?
99.	Sure. He'd make an excellent president.
100.	Oh, really? What makes you sure?
101.	Well, he's really energetic, he always gets things done, and he knows how to listen to other people and then to make a decision.
102.	Besides, he's very handsome, you know.
103.	Yeah, I know that.
104.	But I heard he likes cheating during a test and he can become very stingy sometimes.
105.	Yes, I heard about that, too.
106.	What about other candidates Dessy Ratna?
107.	Uhm..sorry, I have no idea.
108.	I won't judge her because I don't know her very much.
109.	But I heard that she's a smart student.
110.	What about you?
111.	Me? Uhm...I won't vote for Dessy Ratna for sure.
112.	You know why?

113.	Because I think she's arrogant and bad tempered.
114.	I don't think that she's good organizer.
115.	Believe me.
116.	She is not very helpful when things need to be done.
117.	Well, I guess I have to learn a lot about the others.
118.	Oh, anyway, I have to go now, I have someone to call. Excuse me.
119.	Nice talking to you.
120.	You too. Bye!
121.	Bye!
122.	Hi, Sari! How are things?
123.	Fine, and you?
124.	I'm feeling great today.
125.	How was your weekend at the beach?
126.	Terrific!
127.	We had a lovely time there.
128.	You should go there.
129.	Really?
130.	Hey, what a beautiful blouse you wearing.
131.	It matches your skirt.
132.	Thanks.
133.	My mother gave it to me on my birthday.
134.	Wow! That's wonderful.
135.	Oh, sari, I almost forget.
136.	Can I ask you something?

137.	Oh, sure. What's up?
138.	Have you finished typing the annual report we made last week?
139.	Yes, mean this?
140.	Yeah, Hmm, I think this report is excellent.
141.	Thanks a lot Sari.
142.	You did a great job.
143.	Now I have to give it to the director immediately.
144.	O.K. You'd better hurry.
145.	He may be waiting for it.
146.	Well, he probably is.
147.	Thanks again, Sari.
148.	Have a nice day!
149.	Could you tell me where the canteen is?
150.	It's beside the music room, at the end of the corridor.
151.	Morning, ready to go?
152.	Hi, I've been waiting for a while.
153.	Lets go then.
154.	Well, could you tell me how many classes your school has?
155.	You know my school is the oldest one in our district so it has many classes.
156.	There are 24 classes.
157.	Oh, I think it's must be a very big school.
158.	Right. It also has five canteens.
159.	Really? I don't believe it.

160.	What do they look like?
161.	Each canteen has the same size, as big as this room.
162.	I mean my room.
163.	They also have the same color but of course they sell different food.
164.	How's the price?
165.	It's not very expensive.
166.	By the way, how far is your school from the town center?
167.	Not very far.
168.	Just five minutes on foot.
169.	It faces a very big park.
170.	You'll be there soon. Come on, let's go.
171.	Excuse me sir, would you mind if I ask you a few questions?
172.	About what?
173.	Well, I'm Menur.
174.	I'm a student studying English at Mahesa Institute.
175.	Do you mind if I ask you some questions?
176.	No problem.
177.	Okay, what would you like to know?
178.	What is your name and where are you from?
179.	Just call me Billy.
180.	I am from America.
181.	Wow! What brings you to Indonesia?
182.	Well, my family is on vacation.
183.	So we decided to visit Bali and Yogyakarta.

184.	We are very happy to have you in our country.
185.	How do you like it so far?
186.	We really love Bali.
187.	Today, we are going to the Borobudur temple.
188.	What do you do for living?
189.	I am a hotel manager.
190.	Are there any nice hotels in Yogyakarta?
191.	I heard that many tourists like to stay at the Hyatt Regency.
192.	It's a five-star hotel that has the biggest pool in Central Java along with a nine-hole golf course.
193.	Great, that sounds perfect.
194.	Hopefully my family will be staying there tonight.
195.	Anything else?
196.	One last question.
197.	What is your impression of Indonesia and what do you like and dislike about it?
198.	I think Indonesia is a beautiful country.
199.	I like the people because they are very friendly.
200.	I also like the food because it is very spicy.
201.	I don't really driving in Indonesia.
202.	Many of bikers seem to be crazy.
203.	Thank you for your compliments about our country.
204.	I agree that some of them are a bit crazy.
205.	Thank you very much for your time.
206.	I hope you have a good stay in Indonesia.
207.	Thank you.
208.	Good luck with your English.

209.	Thanks.	
210.	Bye.	
211.	Bye.	
212.	Excuse me. Is there anyone here who is good at geography?	
213.	Well, maybe I could help.	
214.	Oh, thanks.	
215.	I'm trying to find Darwin in this map of Australia.	
216.	Let me have a look.	
217.	Darwin..Darwin. Oh, there you are.	
218.	It's in the north.	
219.	Oh, how foolish I am I thought it was in the south.	
220.	Yeah, it's somewhere in the Northern Territory.	
221.	It faces the Pacific ocean.	
222.	You're right. Thanks a lot.	
223.	Listener, at this time I am in a public hospital, Limapuluh Kota Regency.	
224.	I'm going to interview Ujjani, one of the victims of the food poisoning.	
225.	Good afternoon, Ujjani.	
226.	Good afternoon.	
227.	How are you feeling at this moment. Are you feeling better now?	
228.	Thank God.	
229.	Yes, I'm feeling better now.	
230.	Ujjani, can you tell us what happened to you?	
231.	Well I was invited to a wedding party of my neighbor in Batu Ampar.	

232.	We were having the wedding meal.
233.	The meal was good until we drank a glass of “cendol”.
234.	After half an hour, I felt dizzy and I felt like I had to throw up.
235.	Then I vomited.
236.	I also witnessed some of the guests doing the same thing.
237.	What happened then?
238.	I don’t remember anything because I fainted and when I woke up, I was already here, in the hospital.
239.	When will the doctor allow you to go home?
240.	Perhaps tomorrow, if everything is alright.
241.	Alright, Ujjani. Thanks for your time and get well soon.
242.	Listeners, we will bring you more news about this food poisoning case within an hour.
243.	Indah Setyaningrum, reporting from Limapuluh Kota Regency.
244.	You won’t believe this, but twenty-one people were killed in a road accident.
245.	Are you serious?
246.	They were killed when two vehicles collided.
247.	No, I don’t believe it.
248.	Well, the accident happened when a vehicle carrying... wait a minute, let me count... 16 passengers tried to avoid a police checkpoint by going around it, and rammed into an incoming car carrying five passengers.
249.	How terrible!
250.	Yes, it’s awful.
251.	And do you know what? 4,000 people die each year in road accidents.
252.	Oh no, That’s not true!
253.	Where did the accident happen?
254.	It was on a highway near the Red Sea port city of Jeddah.

255.	Jeddah? You mean....Saudi Arabia?	
256.	Yes.	
257.	By the way, don't you know it's also our problem as we can see also become one of the victims.	
258.	So, let's learn to be more disciplined on the street.	
259.	Am I right?	
260.	Yes. I agree with you, Santi.	

APPENDIX
III
THE SECOND DATA SHEET

Table 2. The form of second data sheet

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

